



Keeping Learning on Track[®] Summary

Keeping Learning on Track®: Program Description

Keeping Learning on Track® (KLT™) is a sustained, multi-year interactive professional development program that supports teachers to adopt minute-to-minute and day-by-day formative assessment strategies that have been shown by research to powerfully increase student learning. Formative assessment, specifically, using evidence of learning to meet the immediate learning needs of students, is the content of the KLT program, based on an extensive body of research and seminal articles regarding what makes a difference in teacher practice, and ultimately, student learning.

In addition to content, effective professional development also attends to a process component. This process is defined by how teachers learn about and adopt the content as a central part of their everyday practice. KLT recognizes that learning takes time and changing classroom practice needs collaborative support sustained over a period of time.

Through a series of workshops which present the initial learning regarding this content and process, followed by sustained, job-embedded engagement in school-based Teacher Learning Communities (TLCs), KLT exposes teachers to a wide range of classroom techniques, all unified by this One Big Idea:

**Students and teachers continuously using evidence of learning
to adapt what happens in the classroom**

The KLT program may be introduced in a school or district through a multi-day session: **Getting Started with KLT: Preparing TLC Leaders**. This session has a two-fold purpose: 1) to provide the initial learning about *Keeping Learning on Track*, and 2) to prepare participants for their role as TLC Leaders.

The first event is **KLT Foundations** where participants learn about the research base for KLT: how we know formative assessment and TLCs work to change teacher practices and improve student learning. They are introduced to the One Big Idea that unifies and drives the Five Key Strategies of formative assessment:

- Clarifying, sharing, and understanding learning targets and success criteria
- Engineering effective classroom discussions, questions, and learning tasks that elicit evidence of learning
- Providing feedback that moves learners forward
- Activating students as the owners of their own learning
- Activating students as instructional resources for one another

Through a series of interactive activities and discussion, participants learn how the Five Key Strategies help teachers and learners to advance the formative assessment process. During the event, they are exposed to a sampling of the more than 100 formative assessment teaching techniques, each associated with one or more of the strategies that teachers can select from and customize to make formative assessment come alive in their classrooms.

During *KLT Foundations*, teachers get hands-on experience through the modeling of formative assessment techniques and develop a Personal Action Plan for implementing formative assessment in their own classrooms. The event also provides an introduction to the structure and support available for KLT Teacher Learning Communities.

The next step in the process is a two-day event for participants to learn about **TLC Leader Foundations**. During this event, participants learn how to present *KLT Foundations* to their TLC participants, and then focus intensively on the theory, research, mechanics and social dynamics of establishing and sustaining TLCs focused on



formative assessment. TLC Leaders receive all the information they need to deliver *KLT Foundations* (presenter notes, worksheets, and slides), and are also introduced to additional materials that will support them throughout their leadership role.

The event addresses the nature of teacher expertise: why one-day workshops, or even sequences of workshops, cannot effectively change teacher practice. TLC Leaders look closely at the importance of understanding group dynamics and establishing norms of collaboration within TLCs, as well as expectations for a TLC Leader. Participants are provided with an overview of TLC meeting topics, content, and processes and an introduction to the design of the modules they will use to guide the meetings. They also have an opportunity to experience one module and then examine another module in detail and role play the delivery of one activity, using the leader notes provided as support for leading TLC meetings.

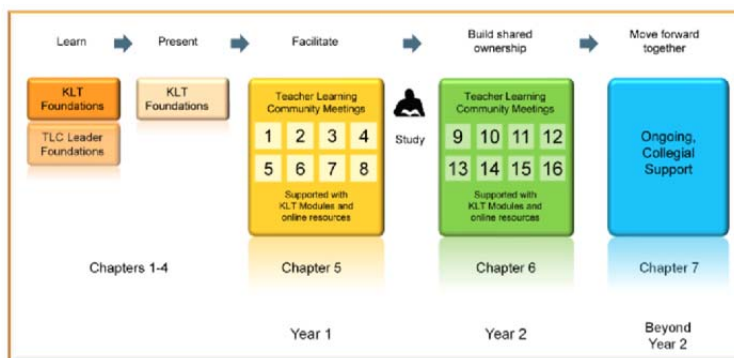
TLC Leaders return to their schools to work with their TLCs of four to ten teachers. Teachers in these communities commit to meeting monthly for 90 minutes to two hours, for the sole purpose of supporting one another in trying out and becoming proficient in minute-to-minute and day-by-day formative assessment. Every TLC meeting is guided by one of the *Keeping Learning on Track* modules. There is a “curriculum” of 16 modules, one for every month over a two-year period. Each module includes a *New Learning* activity that is designed to deepen teachers’ knowledge of a particular formative assessment strategy and associated techniques. Additionally, every module begins and ends the same way, with *bookend* activities that are designed to provide the supportive accountability that teachers need to take the risk of making changes in their teaching practice:

- Every meeting begins with a *How’s It Going?* activity: time for every teacher to report on and ask for feedback and help on his or her most recent experiences trying out formative assessment techniques. Knowing they will be asked to report on their current efforts has shown to be an important incentive for teachers in their TLC meeting preparation.
- Every meeting ends with an *Action Planning* activity: time for teachers to revise their existing plan or complete a new plan for what formative assessment technique(s) they will try next in the classroom. This activity also prompts teachers to consider collaborating with colleagues beyond the TLC meeting time (e.g., to develop quality diagnostic questions for key concepts or to practice providing effective feedback on student work).

The expectation created by these starting and ending activities is clear: between meetings, teachers are to try out formative assessment strategies and techniques in their classrooms. With this kind of between-meeting effort, teachers progressively gain more skill and insight into how to improve student learning via minute-to-minute and day-by-day formative assessment.

Throughout the 2 years of the program, TLC Leaders are supported with coaching from KLT consultants. Within a school or district, a TLC is established for those who lead the Teacher Learning Communities. They work together to support each other in learning to facilitate TLCs. Coaching support is provided both face-to-face and virtually. Coaching conversations use the structure of a TLC meeting, which allows the *How’s It Going?* activity to help lead

the coaching conversation. The inclusion of the *Action Planning* activity allows TLC Leaders to develop a plan for learning more about facilitating TLCs. Additionally, there are new learning opportunities for TLC Leaders that directly support them in facilitating a TLC. This coaching aspect helps support the choice, flexibility and incremental steps key to teacher learning.



To find out more about *Keeping Learning on Track*, please visit the web site at

<http://keepinglearningontrack.nwea.org>



Getting Started with KLT: Preparing TLC Leaders

Keeping Learning on Track is introduced through a multi-day session: **Getting Started with KLT: Preparing TLC Leaders**. This session has a two-fold purpose: 1) *KLT Foundations* provides the initial learning about the KLT Program, and 2) *TLC Leader Foundations* prepares participants for their roles as TLC Leaders.

KLT Foundations

Background

The first day of *Getting Started with KLT* is *KLT Foundations*, a one-day workshop designed to introduce teachers, curriculum specialists, and other instructional leaders to the One Big Idea and Five Key Strategies of formative assessment. During *KLT Foundations*, participants work together and begin to learn how they can incorporate these research-based strategies for improving student learning into their everyday teaching practice. *KLT Foundations* presents participants with a number of formative assessment techniques they can use right away to make a particular strategy come to life in their own classrooms.

We have identified more than 100 formative assessment techniques to date, and we expect that this number will continue to grow. Such a wide variety of techniques is necessary, because some work better in one content area while others are better suited to another, and some are geared for younger students while others are more suitable for older students. Also, the customizable assortment of formative assessment techniques gives teachers greater ownership of their professional judgment and growth, because *they* can choose which are appropriate for their particular students and content and tailor them to their practice.

Another particularly important feature of *Keeping Learning on Track* is that teachers go on to participate in a school-based TLC. Here they get two years of ongoing support to implement personal action plans and learn more about formative assessment, as they embed their new learning into their teaching practice. During *KLT Foundations*, participants learn the basics of TLCs, the process that supports change to the classroom contract—the roles of teacher and students — and ultimately advances student achievement.

Overview

The theme of *KLT Foundations* is “Making a Difference Through Formative Assessment and Teacher Learning Communities.” Participants are introduced to all five formative assessment strategies, with the expectation that this initial learning will be deepened as teachers work together in their sustained, job-embedded learning communities and implement formative assessment in their classrooms.

This is just the beginning of a substantive transition that will occur. They and their colleagues will obtain a more in-depth understanding of formative assessment that will positively change their classroom contract and impact student learning. As teachers start to see themselves as engineers of learning processes, they come to see student learning as the central goal. This change of focus, coupled with the use of various techniques that explicitly require students to take more responsibility for the learning that occurs in the classroom, leads students to take a more active role in their own learning and that of their peers.

Activity 1 provides a basic overview and background of the *Keeping Learning on Track* program, including the benefits of improving teacher quality through sustained, job-embedded professional development. It examines how *Keeping Learning on Track* provides this type of professional development through the content of minute-to-minute, day-by-day formative assessment and the process of ongoing, school-embedded TLCs. The overview also looks at how the One Big Idea, Five Key Strategies and many formative assessment techniques connect to one another and to the formative assessment process, and how teachers will develop their proficiency over the course of the two-year KLT professional development program. Finally, this activity proposes a premise that is essential to “making a difference” in student learning—namely, that ability is not fixed but can be improved incrementally through hard work and effort.

Activity 2 takes a look at the strategy “Clarifying, Sharing, and Understanding Learning Targets and Success Criteria.” It reviews some of the basic research related to learning targets and examines the characteristics of quality learning targets. Participants then have the opportunity to analyze and discuss a progression of learning targets. This prefaces a carousel activity where participants analyze a variety of sample learning targets and provide suggestions to improve them, if necessary.

Activity 3 takes a look at the strategy “Engineering Effective Classroom Discussions, Questions, and Learning Tasks that Elicit Evidence of Learning.” It reviews some of the basic research related to designing and asking better questions that elicit evidence of student understanding.

Participants peruse categories under which many common student misconceptions fall as they look at examples of misconceptions. They also examine the characteristics of quality diagnostic questions and then have the opportunity to analyze and discuss a progression of diagnostic questions that move from weak through quality. Finally, participants respond to and discuss sample diagnostic questions and consider how to engage more students on a daily basis in their own classrooms.

Activity 4 takes a look at the strategy “Providing Feedback that Moves Learners Forward.” It reviews some of the basic research related to providing feedback to students. Participants have an opportunity to analyze and discuss the characteristics of effective feedback. This prefaces an activity where participants practice writing their own effective comments on sample student work.

Activity 5 takes a look at the two strategies “Activating Students as the Owners of Their Own Learning” and “Activating Students as Instructional Resources for One Another.” It reviews some of the basic research related to involving students in the Formative Assessment Process. There is a jigsaw activity where participants analyze the positives and negatives of teachers sharing rubrics with their students.

Activity 6 presents some of the key features of Teacher Learning Communities and how they help to support teacher learning and grow expertise in formative assessment. Participants work on traffic lighting a list of formative assessment techniques that were modeled or discussed during *KLT Foundations*, according to their understanding of each technique. Finally, based on their traffic lighted lists, participants all complete a “mini” action plan to be able to immediately start implementing formative assessment in their classroom.

TLC Leader Foundations

Background

The next two days of *Getting Started with KLT: Preparing TLC Leaders* is *TLC Leader Foundations* are workshops for teachers who are charged with leading their TLCs throughout the school year and for other staff who will be advocates for their learning communities. Participants are not expected to be formative assessment experts, but each is expected to be a learner and an implementer of formative assessment, a facilitator of TLC meetings, and an advocate for his or her learning community. For these two days, the TLC Leaders focus on the roles of **Presenter** and **Facilitator** and delve into the theory, research, mechanics and social dynamics of leading a TLC.

First, as they learn about their **Presenter** role, participants start planning how they will make the initial presentation about *KLT Foundations* to their TLC colleagues. They get practice studying, preparing, and presenting segments of *KLT Foundations* activities, and also are introduced to a wide range of resources that will support them in their capacity as a TLC Leader.

Then, as they learn about their **Facilitator** role, participants turn to the longer-term goal of building and sustaining a learning community focused on formative assessment. They look closely at the importance of understanding group dynamics and establishing norms of collaboration within TLCs, as well as expectations for themselves as TLC Leaders. Participants are provided with an overview of TLC meeting topics, content, and processes, as well as an introduction to the design of the KLT Modules — essentially detailed curriculum guides for teachers learning together about formative assessment. Finally, they examine two modules in detail. They experience one module and role play the facilitation of one activity from another module.



Overview

Day 1: Presenting *KLT Foundations*

The theme of the first day of *TLC Leader Foundations* is the **Presenter** role: providing colleagues with the introductory learning experience about the *Keeping Learning on Track* program. Participants learn how to share the information and activities they experienced during *KLT Foundations*, using PowerPoint® slides, video segments, and background materials designed to help them plan and lead a successful learning experience. Their colleagues need this exposure to the basic ideas of the program so they can enter their TLC knowing the general direction to which they are committing.

Activity 1 provides a brief look at the various roles, stages, and expectations of being a TLC Leader, with emphasis on being a Presenter. It also introduces the many forms of support available for TLC Leaders.

Activity 2 prompts participants to begin thinking about when, where, how, with whom and to whom to present *KLT Foundations* to their TLC colleagues.

Activity 3 introduces participants to the Presenter Manual which will guide them as they present *KLT Foundations* to their TLC colleagues. The remainder of this activity gives teachers the opportunity to prepare, study and think about how to present segments of the activities associated with *KLT Foundations*. Finally, after each presentation, they debrief in small groups and share out in whole group.

Activity 4 supports participants as they think specifically about the preparation, planning and logistics for their actual presentation of *KLT Foundations*. It also offers a scavenger hunt to help teachers become more familiar with the content of the Presenter Manual. Finally, they receive the TLC Leader Handbook which provides a transition to Day 2 of *TLC Leader Foundations*.

Day 2: Facilitating a TLC

The theme of the second day of *TLC Leader Foundations* is the **Facilitator** role: convening and facilitating regular meetings of a TLC (at least one per month), and seeing that the meetings maintain a well-defined focus, through which colleagues look deeply at the real successes and problems of practice that they are experiencing in their classrooms. Participants receive the information and support to begin helping their teacher learning community stay focused on formative assessment, and to create an environment where it is safe and productive for teachers to report on implementation efforts and to receive thoughtful feedback as they change their teaching practice.

Activity 1 provides TLC Leaders the opportunity to experience a module first-hand and have it serve as the first meeting of *their* TLC. This module takes a more in-depth look at the importance of group dynamics. It gives participants an opportunity to become more aware of personality types without and within TLCs to help them better manage group interactions. It also presents the need to establish both norms of collaboration and ground rules to conduct successful TLC meetings.

Activity 2 is a brief look at the various roles and stages of being a TLC Leader, with emphasis on being a **Facilitator**. It also reviews the many forms of support available for TLC Leaders and introduces the expectations of a **Facilitator**.

Activity 3 examines the research on expertise: how we grow expertise in formative assessment and how to build formative assessment and collective expertise through TLCs.

Activity 4 gives a more in-depth look at how KLT Modules are designed to support successful TLC meetings. It also examines TLC meeting structure, including the five activities covered in every meeting and their importance. In particular, it focuses on Activities 1 – 2 and 4 – 5, the “Bookends,” with special emphasis on “How’s It Going?” and “Action Planning.” It discusses the structure and content of Activity 3 of each TLC meeting, the “New Learning,” in the context of one module, “Starts and Ends of Lessons.” Finally, it presents teachers with the module topics for Year 1 of the KLT Program.

Activity 5 offers a summary of learning in the form of a scavenger hunt to help participants become more familiar with the various supporting resources they will have as TLC Leaders: Teacher Workbook, Presenter Manual and TLC Leader Handbook.

KLT Modules: Year 1

1) Teachers Working Together

Summary: Participants look at group norms that enable productive, collaborative and supportive meetings and then generate and agree to a set of ground rules for their TLC. These ground rules will serve as its operating principles. Participants also review the Five Key Strategies and One Big Idea of *Keeping Learning on Track*. Each teacher then updates the group on his/her efforts at implementing formative assessment techniques in the classroom.

2) Starts and Ends of Lessons

Summary: Participants explore the use of communicating well-defined learning intentions at the starts and ends of lessons to strengthen student learning. They also analyze ways to make better use of information about student learning in order to adjust their instruction and help students take more control of their own learning.

3) The Question-Answer-Action Loop — The Question

Summary: Participants begin by considering the three sections of Question-Answer-Action (QAA) Loop; the role each section plays in (1) causing students to think, and (2) gathering meaningful evidence to move teaching and learning forward. Next, by analyzing a teaching scenario and teachers' statements about their questioning practices, they examine some of the positive and negative features of question-and-answer sessions that often unfold in classrooms. At the same time, they start to explore possible ways to transform weaker questioning methods into stronger ones by focusing on the "Question" section of the loop. The goal is to work toward establishing a QAA Loop that more efficiently and effectively causes all students to think and that provides evidence of student learning which teachers can use to focus and adapt instruction. Toward that end, participants reflect on and plan initial changes to improve their own questioning practice.

4) The Question-Answer-Action Loop — The Answer

Summary: Participants begin by reviewing the three sections of Question-Answer-Action (QAA) Loop; the role each section plays in (1) causing students to think, and (2) gathering meaningful evidence to move teaching and learning forward; and some issues that can arise when question-and-answer sessions unfold in a classroom. Then, picking up where Part I left off, they continue to explore possible ways to transform weaker questioning methods into stronger ones — this time by focusing on the "Answer" section of the loop. As with Part I, the goal of Part II is to work toward establishing a QAA Loop that more efficiently and effectively causes all students to think and that provides evidence of student learning which teachers can use to focus and adapt instruction. Toward that end, participants reflect on and plan more changes to improve their own questioning practice.



5) The Question-Answer-Action Loop — The Action

Summary: Participants begin by reviewing the three sections of Question-Answer-Action (QAA) Loop: the role each section plays in (1) causing students to think and (2) gathering meaningful evidence to move teaching and learning forward; and some issues that can arise when question-and-answer sessions unfold in a classroom. Then, picking up where Part II left off, they continue to explore possible ways to transform weaker questioning methods into stronger ones — this time by focusing on the "Action" section of the loop. As with Parts I and II, the goal of Part III is to work toward establishing a QAA Loop that more efficiently and effectively causes all students to think and that provides evidence of student learning teachers can use to focus and adapt instruction. Toward that end, participants reflect on and plan more changes to improve their own questioning practice.

6) Formative Feedback

Summary: Participants explore their current teaching practices regarding grading and marking student work. Then they explore formative assessment techniques to provide formative feedback that promotes student thinking, and they think about ways to integrate these techniques into their current classroom instruction.

7) Activating Students and Their Peers

Summary: Participants begin by discussing how two strategies — (1) Activating students as owners of their own learning, and (2) Activating students as instructional resources for one another — can help them move student learning forward. They then consider the strategies separately, discuss the different ways that each strategy can move student learning forward, and think more deeply about the implementation of one or two associated techniques. Next, participants self-assess their own implementation and identify ways to more effectively activate

peers as resources for one another and to activate students as owners of their own learning.

8) Looking Back, Looking Forward—End of Year 1

Summary: Participants review their experiences in this TLC and their experiences using formative assessment in their classrooms over the past year. They then think about expertise as it relates to teaching and formative assessment. As they prepare for the upcoming Individual Study, participants also watch a video that helps them further examine their own formative assessment expertise and its implementation in the classroom. Finally, they learn about the core expectations and practices that are explicit in KLT classrooms and how they want to incorporate what they have learned into their planning for the upcoming school year.

One Big Idea

Students and teachers continuously using evidence of learning to adapt what happens in the classroom.

Five Key Strategies

Clarifying, sharing, and understanding learning targets and success criteria

Engineering effective classroom discussions, questions, and learning tasks that elicit evidence of learning

Providing feedback that moves learners forward

Activating students as the owners of their own learning

Activating students as instructional resources for one another

Many Formative Assessment Techniques

- 30-Second Share
- Group Discuss Expectations
- Learning Targets

- ABCD Cards
- Exit Tickets
- Diagnostic Questions

- Find and Correct Errors
- Two Stars and a Wish
- Comment-Only Marking

- Stop/Slow Signals
- Question Strips
- Traffic Lighting Self

- Think/Pair/Share
- Carousel
- Jigsaw

Individual Study: Bridging Years 1 and 2

Background

The *Keeping Learning on Track* program, Individual Study, provides teachers working in TLCs with self-directed study materials designed to help them deepen and refocus their Year 2 KLT professional development.

By the conclusion of Year 1, most teacher participants have developed some proficiency with individual formative assessment strategies and techniques as a result of the initial training and their first year of work in teacher learning communities. At this point in participants' formative assessment learning, they have generally been using random, individual formative assessment techniques (or even a series of techniques from one strategy) in the classroom.

In fact, to fully grasp what it means to lead a formative assessment classroom, the next step is for teachers to (1) move their current understanding toward a more expert understanding of specific formative assessment strategies and techniques within the larger picture of formative assessment, and (2) begin to think about what it means to be fluent in formative assessment — that is, to comfortably and flexibly use a broad spectrum of formative assessment techniques in an orchestrated manner, so that classroom activity embodies all Five Key Strategies and the One Big Idea, minute-to-minute and day-by-day. That's when formative assessment comes to life.

Overview

Presented at the juncture between the initial learning of Year 1 and the more holistic learning of Year 2, the Individual Study is designed to help participants in KLT TLCs:

- Understand what it means to practice formative assessment with fluency and expertise
- Mine down to a deeper understanding of each of the Five Key Strategies
- Reconsider how the core components of *Keeping Learning on Track* connect with one another, minute-to-minute and day-by-day
- Reflect on their Year 1 accomplishments in the context of this deeper, broader understanding of formative assessment
- Grasp how a more integrated approach to formative assessment can enhance the classroom environment and student learning
- Plot a more integrated journey through Year 2 — one that is focused on developing more fluency and expertise

Section 1 — Redirecting Your Focus situates participants' Year 1 KLT learning within the larger context of the formative assessment framework, explains how participants' learning in Year 2 will differ from their Year 1 learning, revisits what formative assessment expertise looks like, and reminds participants how this expertise grows.

Section 2 — A Continuum of Formative Assessment Practice invites participants to think about formative assessment practice as moving along an individualized continuum from novice formative assessment implementation to expert formative assessment

implementation. At this point, teachers examine their own practice and identify ways to complete interim levels of the continuum.

Section 3 — Broadening Your Formative Assessment Perspective asks teachers to consider the breadth of each of the Five Key Strategies by considering the range of formative assessment techniques each strategy encompasses, as well as how these techniques might be organized into clusters based on similarities in their purposes. Participants contextualize their Year 1 learning by cluster, and then explore how they can more fully realize the range of each strategy.

Section 4 — An Integrated Approach challenges participants to step back and examine how the One Big Idea, Five Key Strategies and formative assessment techniques are related to one another. TLC members view a series of graphic organizers that represent possible linkages among the elements, consider three questions that help forge this connectedness in the classroom, and reflect on case studies of teachers whose practices embody an integrative approach to formative assessment.

Section 5 — Connecting the Classroom Contract recaps the important understandings of the Individual Study and how teachers can use them to advance their practice in Year 2, while also adding consideration of the KLT classroom contract to the mix. Participants consider changes they may want to make to their classroom contracts at the outset of the new school year, as well as throughout Year 2.

KLT Modules: Year 2

9) Classroom Contract

Summary: Participants reflect upon and discuss the reading they did as part of the Individual Study around “A Continuum of Formative Assessment Practice,” “Broadening Your Formative Assessment Perspective” and “An Integrated Approach to Formative Assessment.” They then explore some of the challenges that TLCs normally encounter during “How’s It Going?” (“HIG”), and they review the new protocol that will be used in Year 2 to deepen the “HIG” conversations. Next, they analyze two sample “HIG” reports in light of those challenges and protocol. Finally, they prepare for their first “HIG” of the new school year by considering any changes they have made to their classroom contract, anticipated or not, and any new formative assessment techniques they have implemented so far in their classroom.



10) If I Tell Them What I Expect, They Just Might Do It

Summary: Participants are split into groups and engage with a performance task that simulates a typical classroom assignment. Each group is provided with varying levels of support for the task. The group then reflects on their performance given the different levels of support.

11) All Lessons Lead to Learning

Summary: Participants begin by reviewing the characteristics of quality learning targets and look at several formative assessment techniques to help determine what students have learned. Then they reflect on their current teaching practice with regard to sharing and assessing learning intentions. Finally, they develop a lesson plan using a template that focuses their attention on sharing learning intentions, assessing whether the intention was met, and using the information to inform the next steps in teaching.

12) Record Keeping Systems in Support of Student Learning

Summary: Participants begin to reflect on and think about what it takes to shift from recording only points or grades to systematically providing, recording and integrating formative feedback into all day-to-day instruction. Toward this end, they first examine what traditional grades say — and more importantly, do not say — about students’ ongoing learning. Next, they examine and reflect on some record keeping systems that provide a way to capture and organize information about student learning, allow teachers to monitor and direct individual student progress, and provide a meaningful basis for ongoing instruction.

13) Differentiated Instruction in a KLT Classroom

Summary: Participants begin by looking at some varying, but common approaches to differentiated instruction. Then

they consider the KLT approach, which includes using all Five Key Strategies and the associated formative assessment techniques to continuously evaluate learning and differentiate instruction for various sub-groups of students to move everyone’s learning forward. Finally, the activity closes with participants reflecting on the specific formative assessment techniques they would like to employ (either for the first time or at a deeper level of application), to elicit evidence of student learning and to use that evidence to flexibly group students based on what students understand and are able to do.

14) Characteristics of Quality Hinge-Point Questions

Summary: Participants examine the characteristics of quality hinge-point questions. Then they analyze and discuss examples of hinge-point questions that range from “weak” to “strong” and deepen their understanding of how these questions can provide evidence to move learning forward.

15) Developing Quality Hinge-Point Questions

Summary: Participants review the characteristics of quality hinge-point questions. Then they develop, discuss and revise some of their own hinge-point questions to help move student learning forward.

16) Looking Back, Looking Forward — End of Year 2

Summary: Participants reflect on their KLT experiences over the past two years. This includes both participating in their TLC and implementing formative assessment techniques in their classrooms. Then they think about how best to incorporate what they have learned, and what they wish to learn more deeply, into planning for the continuation of *Keeping Learning on Track* in Year 3 and beyond, both in the TLC and in the classroom.